



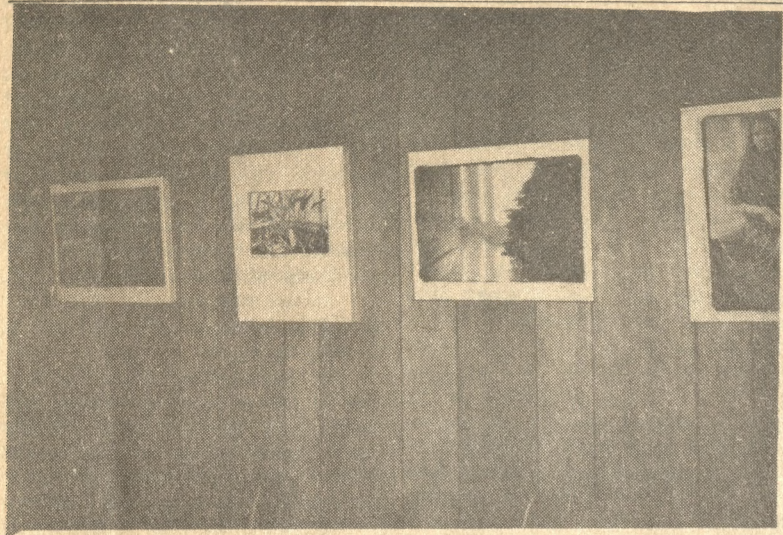
The S.S.C.

FLYER

VOL. I—NO. 3.

SALISBURY STATE COLLEGE, SALISBURY, MARYLAND 21801

DECEMBER 17, 1973



Part of Contemporary Photography exhibit at Holloway Hall.

Photography Exhibit at H. Hall

Contemporary photographers from Maryland and Washington, D. C., will display their works in the Holloway Hall Gallery from December 3 through December 21. Exhibition hours will be from 9 a.m. to 4:30 p.m. Monday through Friday.

The photographs have been donated by the artists to the Baltimore Museum of Art. Through a grant, the Museum of Art is able to put on such exhibitions throughout Maryland.

Photographers participating in the exhibit are Allen Appel, Joe Cameron, Bill Christenberry, Bill Douglas, John Gossage, Susan Mc-

Elhinney, Charles Norton, Cheryl Sweet, Steve Szabo, and Ron Walker.

Most of the photographs on display were taken in the Maryland-Washington area. This is only one of the many exhibitions planned by Salisbury State and Mr. Dave Ganoe, director of Student Union. Beginning January 16 and continuing through February 14, there will be an exhibition of contemporary silk screen prints. From March 8 through April 4 there will be exhibits of four Maryland artists. From April 22 until May 10, the Gallery will be used for the Fifth Annual Student Workshop.

Walker To Receive Doctorate

Richard T. Walker, Instructor of Education at Salisbury State College, will receive his Ph.D. degree from University of Pittsburgh at ceremonies on December 19.

Mr. Walker joined the Salisbury State Education Department in September.

A native of McKees Rocks in Western Pennsylvania, Mr. Walker received a B.A. degree from St. Vincent College, Latrobe, Pennsylvania. He was awarded a M.Ed. degree from University of Pittsburgh in 1969.

His teaching experience includes Quaker Valley High School, Leetsdale, Pa., and University of Pittsburgh where he was an Assistant Instructor and more recently Coordinator of M.A.T. Programs.

Mr. Walker is a member of the National Council of Teachers of English, Pennsylvania Council of Teachers of English, and the Pennsylvania Assn. of Teacher Educators.

Mr. Walker and his wife live in the Moss Hill Townhouses in Salisbury.

Handel's 'Messiah' Presented To Standing Room Crowd

Under the direction of Dr. Jesse Fleming, the Music Department of Salisbury State College presented Handel's *Messiah* on Sunday, December 2, 1973.

There was a standing-room-only crowd at the performance, held at Bethesda United Methodist Church in Salisbury.

The seventy voice College Chorus was supplemented by fifty singers from the community and the orchestra was made up of players from Salisbury, Seaford, Delaware and six string players from the University of Maryland Symphony Orchestra, in College Park. The organist was Ray H. Zeigler, Jr., Assistant Professor of Music at SSC.

Soloists for the production were Norma Heyde, soprano; Phyllis Holland, mezzo-soprano; Gilbert Thornton, tenor; and Gary Holcombe, bass.

Mrs. Heyde, Assistant Professor of Music at SSC, is a professional singer, having sung with several major orchestras including the Philadelphia Orchestra and performing throughout the Midwest, South, and Northeast.

Miss Phyllis Holland, a native of Salisbury, is a graduate of Wilcombe Sr. High School and is presently a member of the faculty of Wi Hi. She was a music major at

Western Md. College and for the past two years has been a graduate voice student of Norma Heyde. She has done extensive solo singing in the area, including the opera *Noah's Flood*, *Fiddler on the Roof* and *My Fair Lady*.

Mr. Thornton, a native of Wilmington, Delaware, has sung for civic organizations here and has been a soloist with the choirs of St. Francis de Sales and Asbury United Methodist Churches. He was a member of the Salisbury Community Chorus and the Eastern Shore Chorales.

Mr. Holcombe is a doctoral student at the University of Maryland, where he is a voice major. He has sung extensively in solo recital, oratorio, including leading roles with the Washington Opera Society. Halcombe is a regular soloist in a Washington Church.

The performance of *Messiah* was video-taped. At the conclusion of the two-hour production of *Messiah*, the audience gave the musicians a standing ovation.

Crawford Petitioned As To Why Moreau Dropped

A petition asking for the reasons why Paul H. Moreau's contract has not been renewed has been submitted to Dr. Crawford,

President of SSC.

About 330 students signed the petition concerning Mr. Moreau, an assistant professor of French. Moreau was told in early June of this year that his contract would not be renewed after his current term expires in June of 1974.

The Moreau matter came into the open towards the end of the 1973 Spring semester. Dr. John Knowles, Language Department Chairman, decided at that time not to recommend that Moreau be rehired. (Mr. Moreau is an untenured faculty member and therefore his contract is renewed on an annual basis.) Basing his decision on response from students and other sources, Dr. Knowles' decision took the form of a document to the Administration. Moreau went to the Administration, got a copy of that document, and met with Dr. Knowles, President Crawford, and Academic Dean Erskine.

At that meeting, the reasons for Dr. Knowles' recommendation were discussed. The Department Chairman's decision was upheld, and Mr. Moreau was notified that he would not continue at SSC after the '74 Spring semester.

The reasons that Mr. Moreau's contract was not renewed included the charge that, as the Administration put it, he had "brow-beaten" certain students. He was accused of not aiding slower students and sometimes humiliating them. Mr. Moreau has declined to comment on these charges.

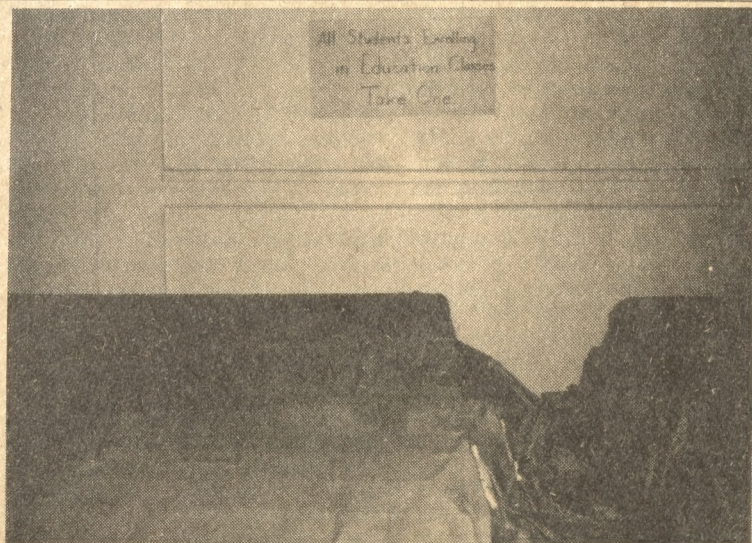
Earlier this semester, a group

of students met informally and decided to take some action. Three students who had had Mr. Moreau as an instructor, Christa Lantz, Julia Ann McFarland, and Kathryn Osterholm, later joined by Jon Lantz, James Insley, and Bob Grossman, wrote an open letter asking for an "explanation from those responsible for Mr. Moreau's dismissal." Soon afterwards the group circulated a petition for three days which reiterated the points in the letter. Mr. Moreau gave permission for the petition to be circulated, but said that he had nothing to do with the petition himself. The group also met twice with other students and faculty members to discuss the Moreau matter.

The petition, signed by four of the five French majors on campus, asks for an explanation of the action taken against Moreau. Representatives of the group took the petition to Dr. Crawford Nov. 19, wanting to know if Moreau could be reinstated or have his name cleared.

The students suggested to Dr. Crawford that an evaluation board made up of students, professors, and administrators be set up to review untenured faculty members' hirings and dismissals. Such student input, said the group, "is vital to relieve the paranoia of untenured faculty members."

Dr. Crawford has said he will reply to the petition some time soon. For now, both the Administration and the originators of the petition, see reinstatement unlikely.



"All Students Enrolling in Education Classes Take One." Take what, a roll of carpeting?

In Memory Of Robert Lawrence Conley

18-year-old Freshman from Centreville, Md., who was killed in an automobile accident near his home on November 4, 1973.

Moreau: Was He Dismissed Unfairly?

YES
by Steve Taylor

The recently publicized dismissal of French Professor Paul H. Moreau from SSC has been the main topic of conversation on campus for the last several weeks. The situation started as far back as June of this year, when Mr. Moreau received the required one year's notification in advance of his dismissal. Consequently, the dismissal will become effective at the end of the 1974 Spring semester.

One might ask why no immediate action was taken by the students. The reason is that when the notification was given, the 1973 Spring semester was over, the summer session had just started, and obviously most students had gone home. This dismissal did not become general knowledge until the first part of the present semester.

As a result of this action, a group of concerned students, after conferring somewhat with Mr. Moreau, took it upon itself to solicit the reasons for the dismissal and the reasons why the student body had no prior knowledge of it. After seeking answers from the Administration and receiving none, the only effective tool available was the power of petition. A petition was created which stimulated much student interest. In a relatively apathetic institution such as SSC this was quite shocking. The petition actually stimulated the thoughts and pens of approximately 330 students. This is not an overwhelming number of signatures, but compared to the usual 200-250 students who vote in SGA elections it is significant.

The originators of the petition submitted the 330 signatures to President Crawford on November 19. The purposes of the petition were explained as follows: 1) to establish the right of the student body to be given a complete explanation of the entire situation; 2) to lay the foundation for the formation of a "student review board" for active participation in the firing of an instructor. (This board would not possess the power, either totally or partially, to actually fire, but would serve only in an advisory capacity. If successful, in the future this board could also act in the same capacity in regard to the hiring of instructors.); 3) to exonerate Paul Moreau in his capacity as a teacher if in truth he was dismissed unjustly (with reinstatement not being asked for); and 4) to suggest that procedural changes be made to alleviate the paranoia of the untenured instructors at SSC if it exists due to present circumstances. For the most part, the signers of this petition were familiar with the issue before signing. They did not just sign because someone else did or just for something different to do. Also, all but one French major on campus signed the petition, voicing deep concern over the loss of Paul Moreau.

When the originators of the petition presented the petition to Dr. Crawford, he said very little, if anything, concerning the four points outlined in the petition. He did, however, with the use of innuendos, attack Mr. Moreau. Dr. Crawford insinuated that Mr. Moreau was sarcastic, brutally frank, and tended to brow-beat his students. He further asserted that Moreau's exams were unfair and too difficult. However, when asked if he had ever sat in on one of

Mr. Moreau's classes, Dr. Crawford admitted that he had not. Consequently, the aforementioned assertions are only hearsay.

President Crawford then went on to hypothesize about a fictitious faculty member who might have caused dissention in a specific department, parked a car in an illegal location, refused to reform, and/or didn't communicate with the rest of the department.

Lastly, Dr. Crawford supposedly dealt in generalities. He compared SSC to a typing school, with its only objective being to turn out as many graduates as possible. In his opinion, SSC appeals to mediocre students, insinuating that SSC is only a mediocre institution. He further intimated that neither Yale nor Harvard are better than SSC. The only difference is that they start with the best students, so consequently they turn out the best graduates. This implies that if SSC is mediocre but just as good an institution as Yale or Harvard, then they, too, must be mediocre. It seems that in Dr. Crawford's mind whatever exists at SSC should be only mediocre to meet with the standards of the students.

It should be pointed out that Dr. Crawford's philosophy for this college apparently leaves little cause for a student who is either above or below mediocrity to attend SSC. A prompt reply concerning the situation was promised by Dr. Crawford. There has been no reply.

The time has come for greatly needed answers to questions that have become too unnecessarily frequently asked. If Mr. Moreau was dismissed on perfectly substantial and legal grounds, the students, particularly those who are obviously greatly concerned (myself included), have the right to know those grounds. If, on the other hand, Mr. Moreau was dealt with unjustly, this too should be made public knowledge and the appropriate measures taken. Whichever of these is the case, the students are being unjustly "left out in the dark." These are the same students that this institution supposedly exists to serve, and keep in mind the fact that without these students there would be no college!

NO
by Luis Luna

Some students on this campus are questioning the College's decision to let Assistant Professor Paul Moreau go. They are claiming that Moreau was a good instructor, that Department Chairman John Knowles hated Moreau, and that the Administration was "out to get" their man.

For students to make such accusations and support an instructor after he has been dismissed, they should understand the reasons for such a dismissal. Obviously, the "concerned" students in this instance cannot or will not accept those reasons. The group that is supporting Moreau is generally made up of the better students in his classes, and therein lies the secret of the entire affair. Those above-average and superior students saw in Moreau a highly intelligent man able to motivate them and give them the excitement and freedom they wanted in the course. Moreau and his smarter students complimented each other well, and each inspired the other on to greater heights of academic prowess. Projects, trips, discussions, reports —

all that made learning French worthwhile, and then some, were to be had in his class.

But what about the average or below-average student? The non-French major? The student taking French not out of love of the language but out of need to fill a requirement? These students Moreau seemed to scorn. His classes were designed for the upper-level student, and as he put it, he wasn't about to "lower his standards" just so mediocre students could pass.

Moreau failed to realize that what he was doing with the smarter students was what any teacher can do with a good class that is willing to work. The mark of a true instructor is what he can do with those students who aren't so smart or who don't feel comfortable with a foreign language. A good teacher can reach almost all students at any level, place himself in his student's shoes, and motivate the smart and the average student alike without lowering his "standards."

An instructor who can comfortably reach out to a slower pupil and have enough patience to work with that student's problems is confident of his abilities. He does not see a constant need to reassure himself of his skills. That threat that Moreau perceives if he lowers himself to the level of his average students is a seeming manifestation of paranoia and a superiority complex, as also shown after his dismissal by his attacks on certain faculty and administration members.

Apparently, Moreau and his upper-level students could not see the difficulties that the average students were having in his classes, since people with a high intellectual ability usually cannot relate to the problems of the normal student. The Department began receiving an unusually large number of complaints about the matter, and these complaints were not of the average "I don't like my teacher" type but of the more resentful "I hate his guts" type. It seemed that Moreau was turning his lack of understanding of the slower students into anger and frustration which he vented on the students themselves.

In the face of these mounting pressures, Dr. Knowles began to review the situation. By June of this year, when the chairman's evaluation of their probationary faculty members was due, Dr. Knowles had decided to let Moreau go. He based this decision on Moreau's exams, syllabus and course objectives, and student response.

Here the Moreau defenders bring up two arguments. Why, they ask, didn't Knowles attend any of Moreau's classes to evaluate the man personally? And, why did Moreau receive a salary increase within weeks of his dismissal if he was so bad a teacher? First, it is true that Dr. Knowles never attended one of Moreau's classes. Yet, how many students know that Moreau specifically asked Dr. Knowles that he not attend any of Moreau's classes? Second, Moreau's salary increase was part of an across-the-board pay raise given to all faculty to meet rising inflation, and was not awarded on the basis of merit.

When Dr. Knowles gave his recommendation to the Administration, the matter was carefully investigated to see if Knowles' reasons held any water. If Knowles

had been found to have been biased or lying in his assessment of Moreau, he probably would have lost the chairmanship. Yes, skeptics and cynics, it has happened before. After meeting with Moreau, the Administration upheld the recommendation.

Here the argument that the Administration was out to do Moreau in, coupled with the one about Dr. Crawford thinking Moreau's tests were too hard, loses ground. Dr. Crawford never saw a grade distribution chart for Moreau's tests. He, too, consulted other sources to test the validity of Dr. Knowles' arguments. And he, too, came up with the same conclusions. Don't forget that it was Dr. Crawford who hired Moreau in the first place almost three years ago.

More than the legal requirements were met in Moreau's dismissal. He was given his year's notice. Beyond that, Moreau was also given an explanation as to why his contract was not renewed, something which the College does not have a legal obligation to do with untenured faculty members. Moreau could have left SSC with a good academic record and a fine recommendation. After all, faculty members' contracts have been left unrenewed before, and such instructors are hired by many colleges, including this one. A professor's dismissal does not necessarily mean that he is not a good teacher, but may only mean that he is not suited to the particular college that hired him. He may still be eminently qualified for another institution.

The stink that the Moreau supporters have raised, however, is certain to jeopardize any good recommendations Moreau may have received, for by demanding an explanation they have dragged up the muck along with it. Upon hearing the charges Moreau is faced with, these students responded by attacking the Administration, failing to realize that they cannot uphold Moreau by attacking others.

Meanwhile, Moreau watches these students do his work for him. He has nothing to lose now, and he seems to be using these misguided kids to further his own aims.

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TAYLOR TALKS

by Steve Taylor

What is education? To teachers, education should be teaching; and to students, it should signify learning. SSC, like any educational institution, should exist for the sole purpose of teaching. However, while claiming to be doing just this, is in reality far from reaching this goal.

It is a well-known fact that most of the teachers at SSC hold the misguided concept that education is when a teacher rambles on and on with lectures throughout the semester while students take notes. Then, usually four times per semester, the students have their turn and, like a computer, spit back all of the facts on paper. The students are then classified by the standards of how much they can and have retained. In this way education is measured, and that is no way to do it.

I contend that education is constantly being masked behind and falsified by memorization. In my mind, memorization is the worst of all forms of teaching and is for the most part a cop-out. Consequently, memorization is the worst form of learning because, in truth, memorization does not constitute learning.

Most of the student body at SSC is attending the institution for monetary gain rather than simply for education. Students only care about getting good grades so that they may obtain that ever-so-important diploma in order to find a decent job.

This institution seems interested not in turning out well-rounded and learned people, but as many people as they can; people who are a little older than when they began. But one wonders whether or not they are more mature or are any better as individuals. I suppose that the more graduates an institution turns out the better that institution appears. It seems that the more a particular thing exists, the less important it becomes, and it goes down in quality.

Are we, as students, to be judged by how much material we can memorize and spew back at teachers, or should we be judged by the concepts we derive from material made available to us?

Given two facts, learning is not being able to reiterate those facts, but rather to analyze them and draw rational conclusions on the basis of the theory and ideas which have been taught to us. That is teaching, that is learning, and that is education!

CHRISTMAS

What is Christmas? Christmas is a vacation from school and from work. Christmas is giving, receiving, and sharing. Christmas is a family get-together. Christmas is Santa Claus. Christmas is special.

Christmas is one of the few times that almost everyone, from the nicest of people to the most Scrooge-like person, seems to at least temporarily forget grievances, bad times, and greed and remember that friendship and sharing are far more important. Friends and relatives seem to be drawn closer together without a tangible cause. Christmas is a special time of year: we all look forward to its coming and regret the day of its passing that it is gone for another year.

Some people say that Christmas is too commercialized and that

Obiter Dicta

("Things said by the way")

Anyone wishing to submit poetry to **Obiter Dicta** should send articles to Sue Bartlett, Box 14, Choptank Hall.

Remember, by finding things within yourself Only then will you be able to share them with others.

Peace until ... Arguments, War, Destruction.

(Walter Rinder)

Peace ... It exists Somewhere in time. But for what purpose? For without man It would Flourish.

(Sue Bartlett) (Author Unknown)

Poetry Contest Winners Told

by Kathy Osterholm (Guest writer)

To stimulate interest in writing and in discussing poetry was the goal of the recent poetry contest sponsored by SSC's English Department for Delmarva junior and senior high school students.

Entries were submitted between November 1 and 25. The winners are: First place — Elizabeth Gilliss, a senior at Stephen Decatur; second place — Melanie Polka, sophomore at Pocomoke High; and third place — Kay Ely, senior from Bohemia Manor High. (The junior high winners were not announced at press time.)

Criteria for judging the poetry involved an evaluation of each student's originality and perception of the world. Junior and senior poems were judged as two divisions. There was no restriction on length or form.

Serving as judges were Dr. Raymond Whall, Jr., Miss Margaret Tongue, and Mrs. Mary Elizabeth Wilkerson.

Prizes were \$50, \$25, and \$10 for the best three poems on each division. The prizes will be awarded at a special ceremony in April featuring a guest poet.

Last year, there were 1600 participants in the English Department's First Annual Poetry Contest.

Grants Still Available Says Gov.

Students still have time to apply for some of the \$122.1 million that is available in the Basic Educational Opportunity Grants program for the 1973-74 school year.

Basic Grants, which are funded by the U. S. Office of Education, are available to first-time students who began their post-high school education or training after July 1, 1973, on a full-time basis. These grants can be used at any eligible institution including regular colleges, universities, community or junior colleges, vocational or technical schools, and hospital schools of nursing — both public and private, profit and non-profit.

Grants are based on a formula which takes into account the cost of tuition, fees, room, board, books, and incidental expenses, and the amount the student and his or her family can contribute. The formula is applied consistently to all students throughout the country for the 1973-74 academic year. Awards range from \$50 to a maximum of \$452 for each eligible student.

John Ottina, U. S. Commissioner of Education, said, "Money that students receive under this program is free and clear; it is not a loan that has to be paid back."

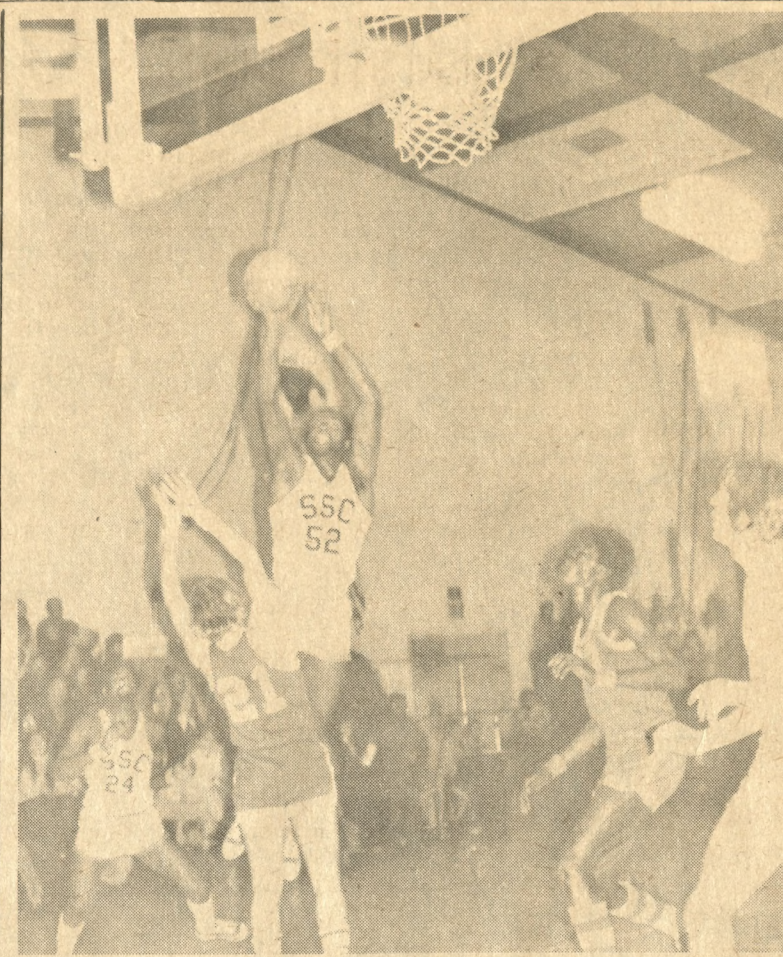
Students may obtain an application form for a Basic Grant through their financial aid officer or guidance counselor, or by writing to Box G, Iowa City, Iowa 52240.

The money received under the Basic Grants program in no way affects how much students may receive under other U. S. Office of Education programs. Information about these programs may also be obtained from financial aid officers or guidance counselors. Programs include: National Direct Student Loan — for students who are enrolled at least half-time in a participating postsecondary institution and who need a loan to meet their educational expenses.

Supplemental Educational Opportunity Grant — for students of exceptional financial need who, without the grant, would be unable to continue their education.

College Work-Study — provides jobs for students who have great financial need and who must earn a part of their educational expenses.

Guaranteed Student Loan — enables participants to borrow directly from a bank, credit union, savings and loan association, or other participating lender who is willing to make the educational loan.



Sylvester Burke, 52, goes up for a shot against York at the Dec. 8th game. Doug Cephas, 24, looks on.

Gulls Tromp Spring Garden

by Boyd Pusey

The Salisbury State basketball squad went on to their second win of the season last night handing Spring Garden College of Philadelphia a 88-74 loss.

It was apparent after the first few moments of play the Sea Gulls would be controlling the boards for the game. Howard Shockley, a freshman from Snow Hill High scored 31 points in his third inter-

collegiate contest. He also gathered a total of 20 rebounds and 12 blocked shots. Ron Dixon tossed in 13 points to be followed by Ken McLaughlin with 16 points. Tom Torrillo's aggressive play helped the leading scorers with several assists.

SSC will travel to Washington College with a 2-1 slate Thursday night. The game can be heard on WBOC radio starting at 8:00 p.m.

Entire Hockey Team Is All-Star

Every member of the Salisbury State College Field Hockey team has been named to all star clubs which participated in the Southeast Sectional Field Hockey Tournament games at Lynchburg, Va., November 16, 17 and 18. Salisbury completed the season with a record of 8-4-2.

The eleven members were recently selected at a Regional Conference Tournament held at Frederick, Md. Ten college teams competed. From this tournament 33 players were selected to the District All Star first, second, and third squads.

At the South East Tournament in Lynchburg, 44 players were named from 220 participants to Section All Star Teams that will compete at the National Games in Boston.

Miss Lynn Harvel, in her fourth



RON'S REMARKS

by Ron MacCleod

The Fall sports here at Salisbury finished what had to be the greatest season ever for SSC. The football, soccer, cross-country, field hockey, and volleyball teams amassed a record of 46 wins, 17 losses, and 3 ties, a .698 winning percentage.

The football team had to be the most surprising team, finishing with a 7-2 record in their first varsity year. Coached by Richard Yobst, they led the nation in rushing with an average of 379 yards per game. This team is just building and should have good seasons in years to come.

Coach Lloyd Sigler's cross-country team had their best season yet, in their third year of existence, with a 9-4-1 record. To add to this they finished fifth in the district. Paul Arnold was the team leader of a team which thrived on a 100% team effort each meet.

Finishing their eighth straight winning season with a 6-5-1 mark was the soccer team coached by Ben Maggs. They didn't have quite the success the other sports did, but they did provide a lot of excitement in their games. Harry Winters and John Pitts led the team scoring with 11 goals each.

Turning to the girls' sports shows two very good teams. Miss Lynn Harvel's field hockey team finished with an 8-4-2 record. The overall talent of this team was demonstrated when all eleven players were selected to various section All-Star teams. Team leaders were Denise Condon and Pat Coward.

The volleyball team, not quite as good as last year, still went 16-2 for the season. Peggy Hueser was their coach and most of their playing was done by her six star players.

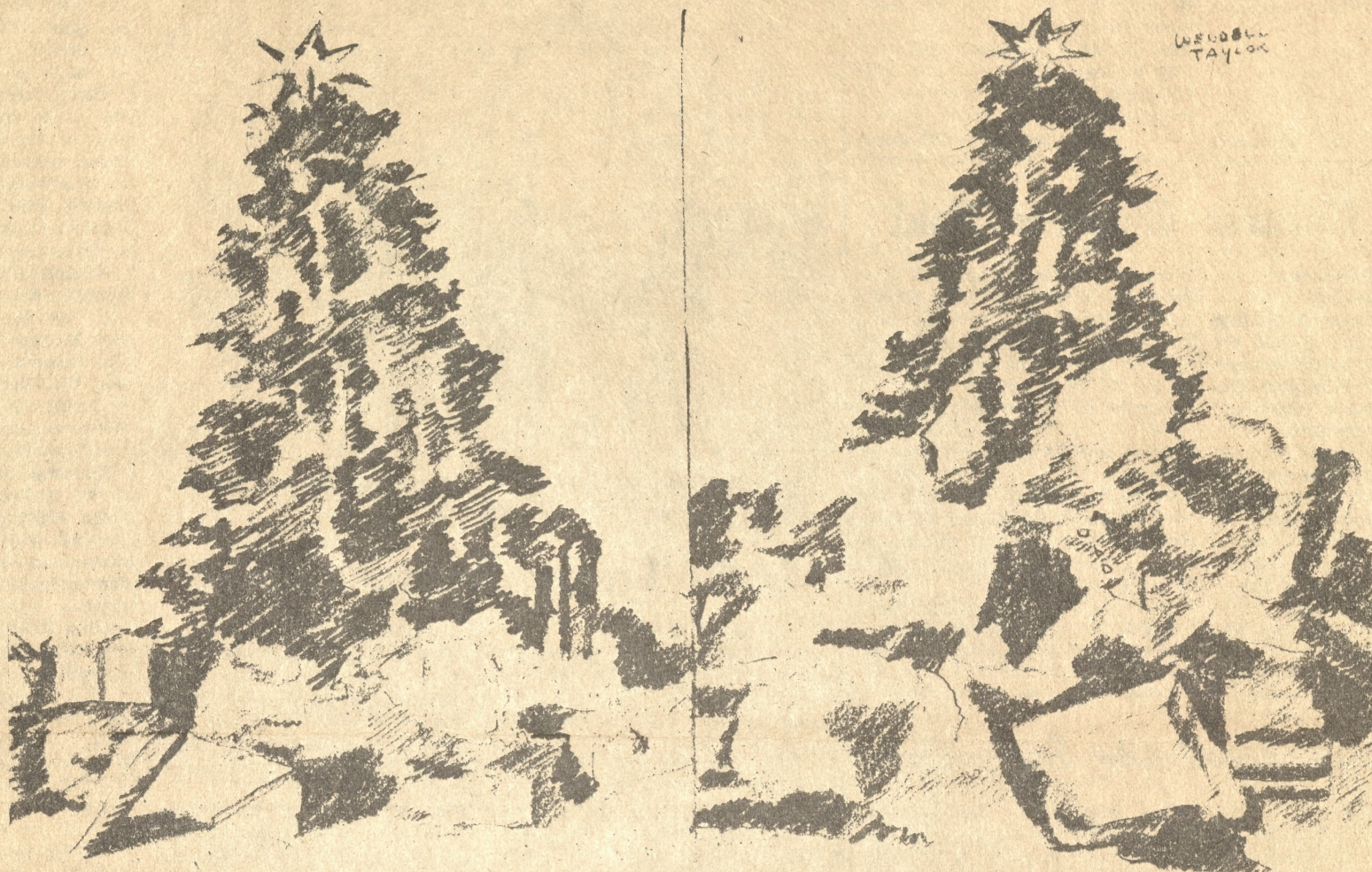
With the Fall over and the excitement behind us, everyone is looking towards basketball and wrestling. The Winter sports have their work cut out for them: to equal or better the Fall sports' record.

The basketball team, with the needed extra height, expects to add more excitement to their games with the presence of their big man Howard Shockley. And the wrestling team, with more experience and added talent, should also do better this year.

Stoddler, Washington, D. C.; Debbie Bloodworth, Princess Anne; Karen Feller, Pocomoke; Sharon Denney, New Castle, Del. Team 3 Pat Coward, Baltimore; Sue Grudis, Salisbury.

EXAM SCHEDULE

Saturday, December 15	Monday 10 a.m. classes Monday 8 a.m. classes History 101 Monday 4 p.m. classes English 101 Education 305 Tuesday (9:00), 9:30, 10:00 classes Monday 3 p.m. classes Monday 9 a.m. classes Monday 12 noon classes Tuesday 8:00 a.m. classes Tuesday (3:00), 3:30, 4:00 classes	8:00-10:00 a.m. 10:30-12:30 1:30-3:30 p.m. 4:00-6:00 p.m. 8:00-10:00 a.m. 10:30-12:30 1:30-3:30 p.m.
Monday, December 17	Monday 11:00 a.m. classes Tuesday 2 p.m. classes Monday 1 p.m. classes Math 100, 101, 103 Tuesday (12:00), 12:30, 1:00 classes Psych. 210; Educ. 300 Tues. 11 a.m. classes Geog. 201, 202 Monday 2 p.m. classes Music 200, 104	8:00-10:00 a.m. 10:30-12:30 1:30-3:30 p.m. 4:00-6:00 p.m. 8:00-10:00 a.m. 10:30-12:30 1:30-3:30 p.m. 4:00-6:00 p.m. 8:00-10:00 a.m. 10:30-12:30
Tuesday, December 18		
Wednesday, December 19		
Thursday, December 20		
Friday, December 21		



BEFORE

NOW

MODERN DAY MEANING OF CHRISTMAS?

Christmas Greetings

From the Flyer Staff